Application of the Teaching at The Right Level Approach to Increase Learning Motivation of Class X Students

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A B S T R A C T

Students have different abilities based on their individual interests, talents, and learning styles during classroom learning. Generally, the teacher's teaching style in the classroom is implemented based on the material delivered to students. The teaching style used by the teacher must certainly align with the learning style of each student. Students' learning styles are divided into three categories: visual, kinesthetic, and auditory learning styles. The TaRL approach is a learning method that does not refer to grade levels but rather focuses on students' ability levels. The purpose of this Classroom Action Research is to increase student motivation using the Teaching at the Right Level (TaRL) approach in learning in grades X-12 at SMAN 8 Bandung. The subjects of this study were 36 students from grades X-12 at SMAN 8 Bandung. Data collection was conducted through observation, and data analysis used quantitative descriptive techniques. The results showed that student learning motivation could be assessed as follows: interval 1, which means strongly agree (10.7%); interval 2, agree (64.3%); interval 3, disagree (25%); and interval 4, strongly disagree (0%). Thus, it can be concluded that the use of the Teaching at the Right Level (TaRL) approach can effectively increase the learning motivation of grade X-12 students at SMAN 8 Bandung.

A R T I C L E   I N F O

1. INTRODUCTION

Education in the 21st century fosters students' deeper understanding of learning material while focusing on their abilities and interests. Today, students have diverse interests and characteristics. Each student possesses unique abilities based on their interests, talents, and learning styles in the classroom. Generally, the teacher's instructional style is based on the material being delivered to students. However, the teaching style must align with the learning styles of each student. It turns out that many students' failure to digest information from their teachers is caused by a mismatch in their communication styles. On the other hand, if the teacher's communication style matches the students' learning style, all lessons will feel very easy and enjoyable. Teachers are also happy because they have students who are all intelligent and have the potential to be successful with the type of intelligence they have (Sucia, 2017).

According to Atma et al (2021), teaching style and learning motivation are strongly related and can give positive impact to student's learning achievement. The research by Cahya (2020) yielded similar insight that teacher's teaching style has a positive effect on learning motivation. This indicates that the better the teacher's teaching style is, the better the ability to influence student learning motivation.

In order for learning motivation to grow in students, stimulants are needed, one of which is a creative teacher. Teacher creativity in learning can be applied in two ways, namely in learning management in the classroom and in the use of learning media. (Attahira, Yunus & Nasarullah, 2023). Students' learning styles can be categorized into three types: visual, kinesthetic, and auditory. Based on these learning styles, teachers should adapt their delivery methods to match the students' preferred learning styles. An effective approach for this is the Teaching at the Right Level (TaRL) approach.

The TaRL approach is a learning method that focuses not on the students' grade level, but on their individual ability levels. This is what distinguishes TaRL from traditional teaching methods. This approach is well-suited for implementation within the current curriculum, as it gives teachers the flexibility to tailor their teaching to the capacities of their students. The goal is for students to actively participate in study group discussions, feeling capable of completing the tasks set by the teacher, which can, in turn, boost their motivation during classroom learning. TaRL can address the issue of understanding gaps that often arise in the classroom. Several studies have demonstrated that the application of TaRL has a positive impact on enhancing student learning and improving learning outcomes. Audah, Zuhri & Juhri (2023) reported that TaRL can foster a more cooperative attitude among students.

2. METHODS

This research is a Classroom Action Research (CAR). This research aims to enhance the quality of learning and improve students' motivation. The study was conducted in one cycle, consisting of the stages of planning, action implementation, observation, and reflection (**Figure 1**). Below is the flowchart of the Classroom Action Research process:

Figure 1. Classroom Action Research Pipeline

The subjects of the study were students of grade X-12 SMAN 8 Bandung for the 2023/2024 semester 2 academic year with a total of 36 students. The object of research is the use of the Teaching at the Right Level (TaRL) approach to increase student learning motivation. Data analysis in this study used quantitative descriptive. The learning process is analyzed using observation methods while learning motivation scores use quantitative descriptive analysis methods. These indicators include aspects of teaching style (visual, kinesthetic, and auditory).

3. RESULTS AND DISCUSSION

Observations made during the first meeting, which involved observing the teacher in class, revealed that students' learning motivation began to decrease as it was already afternoon. Some students were sleepy, playing on their mobile phones, and chatting. Out of the 32 students present, only 16 were paying attention during the lesson (some were watching videos related to the material, taking notes, or documenting the content). The teaching style employed by the teacher did not align with the students' needs at that moment. It was already late in the day, and the teacher had to wait for students to answer the "quote of the day" in the order of their attendance. As a result, some students gave responses that were "unthinkable" and appeared to be disengaged. The teacher remained seated at the desk, which often led to students not responding and chatting with their group mates. Additionally, students were asked to cheer before presenting the results of their group work, which took up more time, preventing the lesson objectives from being fully achieved.

To address this, the planning for the next lesson using the TaRL approach will consider the students' needs, including adjusting the teaching methods to accommodate their learning styles: visual, kinesthetic, and auditory.

Figure 2. Lighter and diagnostic question activities.

The action taken in class during learning is to group students into 3 groups according to their respective learning styles. In this study, the auditory group received material and explanations using the lecture method directly from the teacher. Students in this group were encouraged to express their opinions or ask questions. This group consists of learners who tend to prefer listening as their primary mode of learning. **Figure 3** depicts the auditory group activities.

Figure 3. Auditory Group

The visual group gets material or explanations in the form of images such as mind maps and videos. Students seem to focus on the material provided. The reason students choose visual learning styles is because they like pictures and interesting things when viewed. **Figure 4** shows the activities of the visual group.

Figure 4. Visual Groups

Kinestethic group learns using tools in the form of dice made of paper. The materials taught are explained by the teacher using the dice. Each student in the group will try to answer random questions provided by the teacher in pieces of paper. Figure 5 demonstrate the learning activity carried out by the teacher and the student.

Figure 5. Kinesthetic Group

At the end of the learning activity, students are given reflection questions in the form of questions with Quizizz or through questionnaires. The provision of Quizizz is carried out to ensure students' understanding of the material, while reflection in the form of questionnaires is a question to get clearer data on the percentage of students in increasing their learning motivation. **Figure 6a and 6b** shows how the reflection activities are carried out.

Figure 6a. Reflection Activities using questionnaire

Figure 6b. Reflection Activities with Quizizz

Quizizz given is in the form of questions about the material that has been given to ensure student understanding. Questions will be able to continue if students are able to answer them correctly. The quizziz features also shows the leaderboard and ranking to increase student's motivation. The page can be seen in **figure 7**.
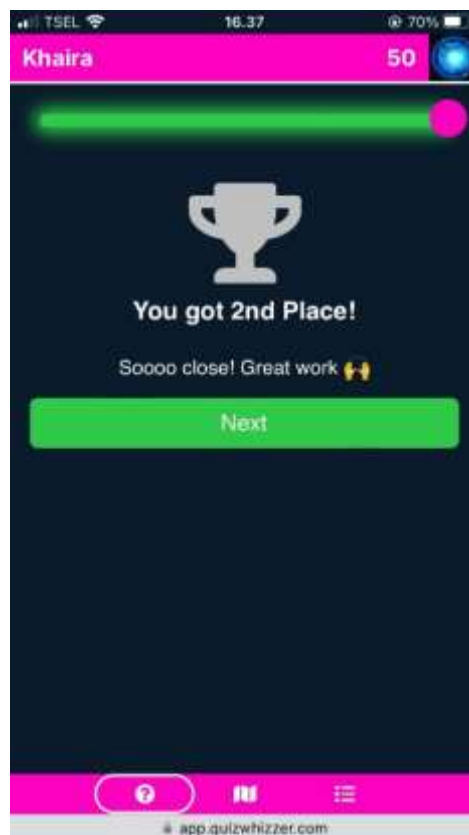

Figure 7. Display after finishing work

Students can find out their rank in working on the material that has been learned. That way it can increase the spirit of learning to compete with classmates. Teachers can assess students' abilities by analyzing game results, which highlight areas of the material that students don't fully understand. This helps teachers provide clearer explanations where needed. The page explaining the result can be seen in **figure 8**.

Figure 8. Game result

In addition to this, the process of administering questionnaires is designed to gather more detailed data on the percentage of students whose learning motivation has increased. The categories used a modified scale from 1-4 which can be seen in **table 1**.

Table 1. categories of learners' learning motivation

No.	Interval	Description
1.	1	Totally Agree
2.	2	Agree
3.	3	Disagree
4.	4	Strongly Disagree

Observations in the classroom, following the application of the TaRL approach, show that students exhibit high motivation when learning is tailored to their individual learning styles. They are able to understand the material well and complete the assigned tasks effectively. Furthermore, students show enthusiasm during the lessons by actively asking questions and engaging in discussions with their peers. The learning environment is conducive and effective, adhering to the time and plans established beforehand. **Table 2** further illustrate the result of the treatment.

Table 2. The results of applying TaRL approach

No.	Assessment Aspect	Cycle 1
1.	Visual teaching style	1 = 10,7% 2 = 89,3% 3 = 0 4 = 0
2.	Kinesthetic teaching style	1 = 21,4% 2 = 79,6% 3 = 0% 4 = 0%
3.	Auditory teaching style	1 = 7,1% 2 = 85,7%

		3 = 7,1%
		4 = 0%
4.	Learning motivation	1 = 10,7%
		2 = 64,3%
		3 = 25%
		4 = 0%

In the first observation, before using the TaRL method, we obtained data showing that 16 out of 32 students were less enthusiastic about learning. This was evident from the teacher's unanswered questions, students chatting, playing on their mobile phones, and even falling asleep. This indicates that 50% of students had low learning motivation in the initial condition. After applying the TaRL approach, which focuses on students' learning styles and interests, the percentage of learning motivation increased. 64.3% of students agreed, and 10.7% strongly agreed. 25% disagreed, and 0% strongly disagreed. Additionally, students were more excited and interactive during the lesson compared to the initial meeting.

Based on the results, it can be concluded that the Teaching at the Right Level (TaRL) approach is effective in increasing student learning motivation. The research showed an increase in student learning motivation, as evidenced by the comparison of student grade completion. In pre-cycle activities, only 27% (6 students) met the required grade standards. This increased to 77.27% (17 students) in the first cycle, representing a 50% improvement. The percentage further increased to 90% (20 students) in the second cycle, indicating a 30% improvement from the previous cycle.

4. CONCLUSION

Based on the results and discussion, it can be concluded that the application of the TaRL approach effectively increases student learning motivation by aligning with their respective learning styles: visual, kinesthetic, and auditory. Students are able to understand the learning material more effectively, leading to an increase in their learning motivation. Observations showed a significant increase in the percentage of motivated learners, from 50% in the initial condition to 75% after the implementation of the TaRL approach. Specifically, 64.3% agreed, and 10.7% strongly agreed that their learning motivation had increased. Additionally, students appeared more excited and interactive during the learning process compared to before the implementation of this approach. This highlights the importance of engaging learners and adapting teaching methods to their needs and characteristics in order to create a conducive learning environment and enhance learning motivation.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Additionally, the authors confirm that the paper is free from plagiarism.

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